

Section E

Tech Prep

All Tech Prep programs in Michigan receive at least some of their financial support from federal funds appropriated through the Carl D. Perkins Vocational and Applied Technology Education Act. The purpose of Tech Prep is to prepare any student to enter and succeed in a career.

Tech Prep is a dynamic educational reform effort that requires:

- a partnership between education, employers, and community
- a process of teaching and learning where high achievement is expected from all students; different learning styles are recognized and addressed; and practical applications are integrated with academics
- a curricular structure defined to help students move successfully from secondary to postsecondary education while still providing students with career/educational options and preparing students for critical thinking and lifelong learning
- an aligned curriculum that provides for a sequence of curriculum competencies, courses and outcomes that include two years at the secondary level (grades 11 and 12), and two years at the postsecondary level culminating in a two-year certificate, associate degree, or two-year registered apprenticeship.
- The articulation agreement and two plus two (2 + 2) aligned curriculum must be reviewed, updated (as appropriate), signed, and dated by appropriate parties annually.

The Tech Prep program requires a community-wide partnership (consortium) between school districts, intermediate school districts, community colleges, and local business and labor to prepare youth and adults for entry into technical and career fields. Included are two-year apprenticeship, certificate, and associate degree programs.

Each consortium develops and formally identifies an aligned Tech Prep program curriculum (2+2) that is non-duplicative and articulates from secondary to postsecondary institutions. The Tech Prep Program builds student competence and workplace skills through contextual academics and integrated instruction in a coherent sequence of courses. The curriculum must clearly identify the specific sequence of courses in math, science, reading, writing, communications, economics, and technologies leading to an apprenticeship, certificate or associate degree in a specific career field.

A Tech Prep student has an Educational Development Plan (EDP) that indicates that he/she is enrolled in a specific Tech Prep (2+2) program curriculum leading to an apprenticeship, certificate or associate degree in a specific career field.

Components of Tech Prep Articulation Agreements

The following are *required* components of a Tech Prep agreement:

- Identification of the specific parties in the agreement (secondary and postsecondary partners) including administrative representation for each institution.
- Specific timeline to apply for the credit, or to take a competency test to qualify for the credit.
- Any additional requirements from the postsecondary institution that a student must follow before

articulated credits are granted (i.e., student must enroll for additional college credits at the institution and complete a specified number of credits before articulation credits are granted).

- The articulation agreement and 2 + 2 aligned program curriculum must be reviewed, updated (as appropriate), signed, and dated by appropriate parties annually.
- The articulation agreement must indicate the effective dates of implementation and expiration.
- Specific detail must be provided to indicate which course at the secondary program fulfills the corresponding course at the postsecondary program.
- The articulation agreement and 2 + 2 aligned program curriculum must specify the secondary and postsecondary state approved CIP codes.
- Provide the detailed 2 + 2 aligned program curriculum that supplies the specific courses that are the foundation of the aligned Tech Prep program articulation agreement. Include academic, as well as technical, course requirements.

The following are *suggested* components of a Tech Prep agreement:

- Entrance requirements of postsecondary institution that the student must meet.
- Specific high school grade point average required of the student (usually 2.0 or better) for entrance into specific programs.
- We recommend that a process be in place where the student's CTE teacher recommends that the student receive credit (or not).
- Indicate that the articulated credit will only be awarded to students enrolled in a state approved secondary Career and Technical Education (CTE) program.
- Indicate if any service fee is to be charged and identify the party to be charged per articulated course by the postsecondary institution.
- Indicate how articulated credits will appear on transcript (by code, title, and credit hours. Usually no grade is given).
- Upon request of the student, a student record will follow the student to the postsecondary institution.
- Any additional requirements as agreed to by the secondary and postsecondary partners.